

Translating terms into  
action steps



Locating the tools so  
you can do your best  
work



Georgia  
Parent Mentor  
Partnership

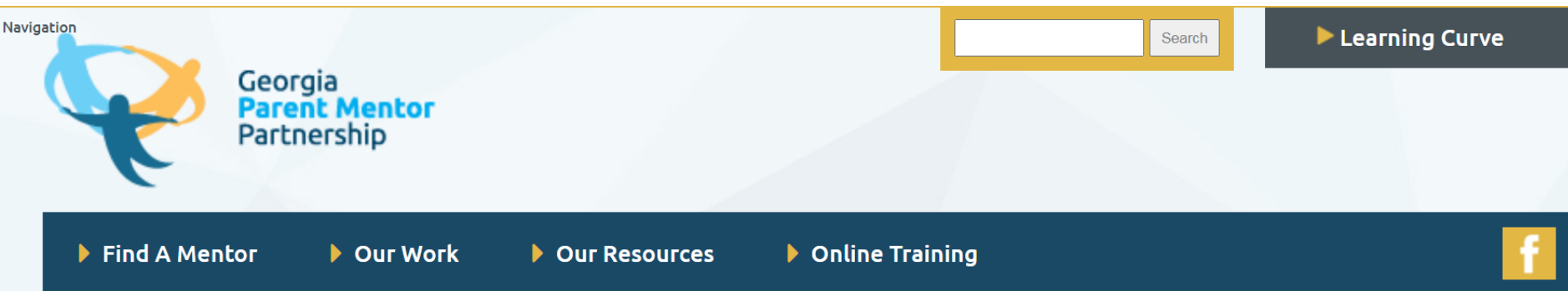
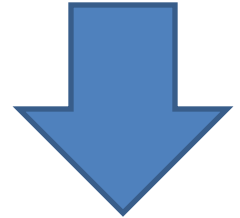
# Parent Mentor Speak

# GaPMP

- **The Georgia Parent Mentor Partnership**
  - The GaPMP is supported by the Division for Special Education Services and Supports (DSESS). The parent leaders, moms and dads of children with disabilities, are hired by local school districts, state schools and the Department of Juvenile Justice to work with families, school teams, teachers, and the community.
  - ***The goal is to build a bridge of communication between home and school***

# The website & The Learning Curve

- [www.parentmentors.org](http://www.parentmentors.org)



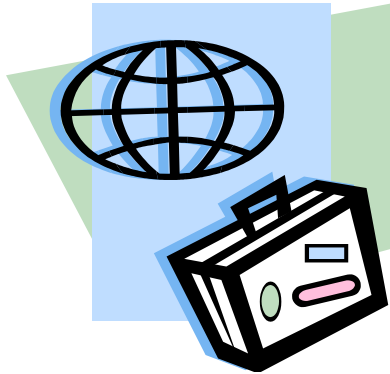
▶ Learning Curve

is where you will find

Reports

Webinars

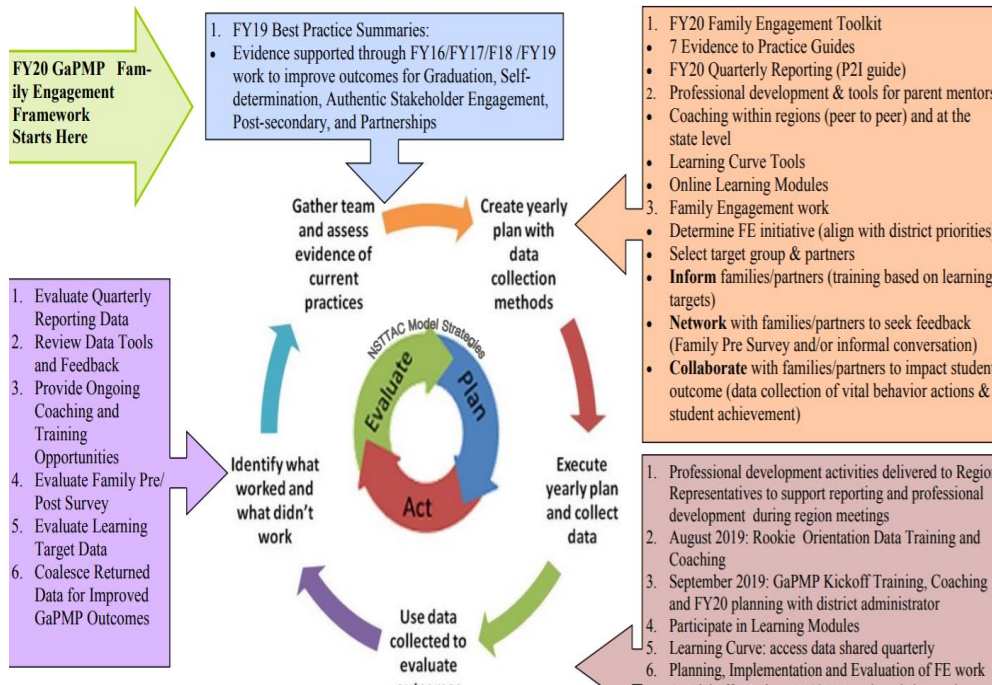
Parent Mentor shared materials



# Logic Model

How do I know what to do?

Logic Model – Visual tool for planning, implementation, and evaluating the ongoing process of family engagement and reporting expectations.



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1. Go to the

FE Framework Toolkit

2. Choose

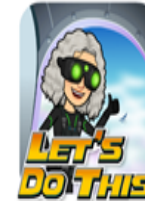
Logic Model

How do I  
know what  
to do?

# Checklist

## FY21 Parent Mentor Family Engagement Alternative Guide

Determine and plan Family Engagement work to align with district priorities & report by October 15th	Review previous success, feedback, and recommendations
	1) By October 15 watch recorded webinars
	<i>GaPMP Reporting</i> in FY21 and September 2019 <i>Learning Target Module</i> (link on FE Framework Tab of the Learning Curve)
	2) By January 15 watch recorded webinars
	<i>Details for Replication Module</i> September 2019 and <i>Data Expectations Module</i> (link on FE Framework Tab of the Learning Curve)
	Review Best Practice Summaries, E2P guides, & Toolkit
	Meet with district administrator and partners for planning goals/actions
	1) Write and distribute an introductory email/letter using district guidelines
	2) Prepare and deliver an "elevator speech" for personal introductions
	3) Participate in at least 1 collaborative opportunity (school or community based)
	Consider multiple factors to select families you will offer support
	1) Write a letter or email to introduce yourself to families and distribute using district guidelines
	2) Give and review submitted Family Pre/Post survey(link on the Reporting Tab of the Learning Curve) of at least 5 families
	3) Discuss with 1 or more teachers/partners the current needs of families
	Create your training schedule for in-person or virtual opportunity
	1) Identify at least 1 partner to assist with planning a training session for families
	2) Identify 2 dates to check on families you will support
	3) Identify at least 1 student outcome to collect data for related to your family engagement work



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1. Go to the Learning Curve  
and look for this tab

FE Framework Toolkit

2. Choose

Checklist



# Reports

1. Go to the

▶ Learning Curve

2. Choose

Reporting

What Else is there?  
Need help figuring out  
data collection or how  
to count contacts?

## Related Pages:

Data Collection Tips and  
Tools

Quarterly Contact  
Reporting

- Alternate Report
- Traditional
- Pre and Post Survey
- Quarterly Contacts

## Reporting

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### Links to:

[FY21 Final Traditional Report Form](#) (due April 15, 2021)

# VB Vital Behaviors

Help you ensure families are actively practicing the things you are teaching

Vital Behaviors – Actions that are ongoing and promote the success of families and students when put into practice. Parent Mentors promote and support these actions during trainings and while giving support to families.

## Vital Behavior

Teacher and family will discuss child's **progress report** regularly.

## Vital Behavior

Family and student will use provided **exercises to practice at home**, regularly reporting efforts using preferred method of communication.

## Vital Behavior

Family and student will review **behavior strategies** to guide conversations/activities, regularly reporting progress.

## Vital Behavior

Family and student will complete a **vision sheet** related to student's interests, strengths, and challenges, identifying task to complete, regularly reporting progress.

## Vital Behavior

Family and student will use a **graduation timeline** as a guide to track individual activities identified as needing to be completed.

## Vital Behavior

Family and student will track ongoing conversations by using **conversation starters or progress reporting** to discuss attendance, behavior, and academic needs of student.



## Learning Curve

1. Go to the Learning Curve and look for this tab

FE Framework Toolkit

2. Choose a category

Authentic Stakeholder Engagement

Graduation

Literacy

Partnerships

PS Outcomes

Self Determination



Category name

# E2P Evidence to Practice

## Evidence to Practice

Based on the evidence and your system's objectives for family engagement: 1) Select one or more related goals to meet your system's objective and 2) For each goal select two or more Vital Behaviors to assist you in reaching the goal and objective.

**Evidence Statements:** Parent involvement has a positive impact on post-secondary outcomes for individuals with disabilities. **Source:** CEC's DCDT Fast Facts When families stay engaged in a young person's education, social and community activities, the young person is more likely to complete high school, participate in post-secondary education and is more likely to be employed. **Source:** NCWD – Youth When teachers reach out to parents, students make more progress in both reading and math, researchers studying schools in low-income neighborhoods found student performance improved 40 to 50 percent faster if teachers did these three things: 1. Met face-to-face with each family at the beginning of the year to build relationships 2. Sent families materials each week on ways to help their children at home 3. Telephoned parents routinely with news about how their children were doing, not just if there were problems. **Source:** PTA Standards

**Related Indicators:** 1, 2, 7, 8, or 14



► Learning Curve

**Objective/Area of Concentration:**  
Increase the high school graduation rate, decrease the dropout rate, and increase post-secondary enrollment in partnership with families.

Goal 1	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior
By May 15 <sup>th</sup> % of or out of target families will apply learned skills/strategies during activities with their child to improve post-secondary behavior/academic outcomes with 60% completion as measured by weekly/monthly reporting.	Family and student will participate in <b>person centered planning</b> and complete monthly task related to their plan and goals.	Use teacher provided <b>exercises to practice at home</b> at least 15 min/2 times a week in an area of student's need, reporting efforts to teacher using preferred method of communication.	Family and student will review <b>behavior strategies</b> listed on a behavior chart to guide weekly conversations/activities and share progress and comments with teacher once a month.	Results from a <b>transition assessment</b> will guide family and student to work together to complete a series of work-readiness skill exercises; reporting progress monthly.	Family and student will access GACollege411 or equivalent for an <b>individual timeline</b> and track activities (job shadowing, college visits, Vocational Rehabilitation counseling and etc) each grading period.	Family and student will track ongoing conversations by using a calendar and conversation starters for <b>attendance, behaviors, and academic</b> related to individual needs, reporting comments/questions/concerns to teacher or other IEP member.

**Goal 2**  
By May 15<sup>th</sup> % of or out of target families will participate in high school completion, post-secondary education and/or employment activities with 60% completion as measured by weekly/monthly reporting.

**Suggested tools are listed below to assist you as you train families to complete the tasks you will monitor during your benchmark checks. Feel free to use the tools located on the Learning Curve.**

Person centered plan, Action plan	Homework help guide; Communication log	Behavior guide/ chart; Conversation guide	Transition assessment; Transition skills list	Graduation timeline tracking;	Communication log; Conversation guide
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1. Go to the Learning Curve and look for this tab

FE Framework Toolkit

2. Choose a category

PDF Authentic Stakeholder Engagement	PDF Graduation
PDF Literacy	PDF Partnerships
PDF PSOutcomes	PDF Self Determination

Evidence to Practice (E2P) – Research based guides to assist Parent Mentors select target goal, vital behaviors, and tools for target work with families. Best utilized as a planning tool with district administrator and partners in target work.



# Target Groups

- These are the families you have chosen to collect data on:
- You will need:
  - Pre Surveys
  - Choose big topic
  - Select VBs
  - Plan Trainings
  - Collect data
  - Post Survey



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1. Go to the

Rookie Resources

2. Choose

Tips on Choosing A Target Group

## Tips on how to choose a Target Group

*A Target Group is a small group of parents you select to work with over the school year*

### Your Target Group Should Be

A manageable number of families you can easily contact on a regular basis (if you choose an established initiative ex: ASPIRE, you may select a subgroup of those already participating)

A group of parents you can talk with each month to ask if they were able to complete the assignment or task you trained about

A group of parents who will communicate with you if they did not complete assignment and will answer when you ask, "what would have helped you to be able to complete the assignment?"

# Learning Targets

“I Can” statement for what the family can expect to learn during a learning session tied to the target work and vital behaviors they will be asked to complete. Measured at time of initial training, before family members are asked to do the vital behaviors.

## Examples of learning targets:

- I can name **2** steps in goal setting.
- I can identify **3** tasks/behaviors for my child to complete by the end of the school year.
- I can name **2** benefits of two-way communication.
- I can name **3** things that my child can practice at home to develop his/her social skills.
- I can identify **2** employment skills that my child needs to develop/improve in order to become an employable adult after completing high school.
- I can define self-determination.
- I can describe why it is important for me to be a part of my child’s IEP team.

Ask another parent mentor if you get stuck



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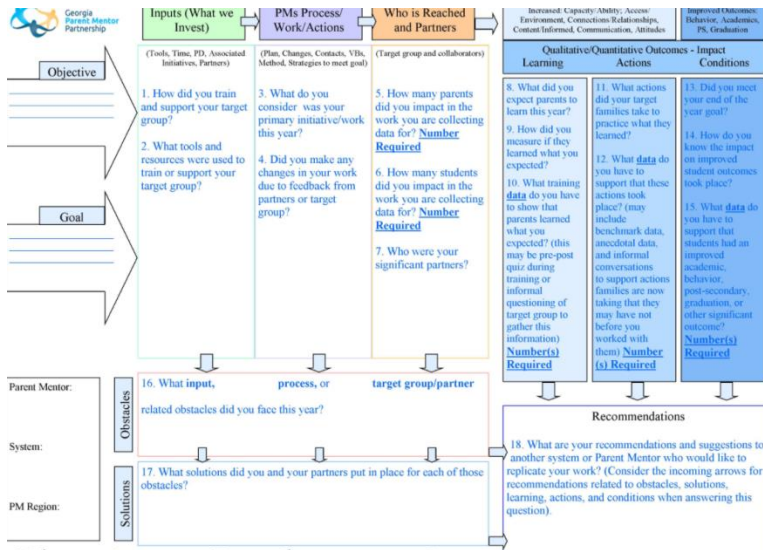
1. Go to the

FE Framework Toolkit

2. Choose

Learning Targets  
Webinar

# PTI Planning to Implementation Guide



## ► Learning Curve

1. Go to the

Reporting

2. Choose

FE Framework Toolkit

3. Choose

P2I Guide with Questions

Planning to Implementation (P2I) –  
Visual tool to look ahead while  
planning, reviewing the guiding  
questions

Use this during the year to  
keep you on track

# Authentic Stakeholder Engagement Tool

We use research-based strategies for family engagement

A step by step action with guiding questions

## Authentic Stakeholder Engagement

Informing   Networking   Collaborating   Transforming

Questions related to informing, networking, collaboration, and transforming levels of engagement as part of our use of Leading by Convening Framework for authentic stakeholder engagement practices. Use this for peer and personal review of target work.



► Learning Curve

1. Go to the

FE Framework Toolkit

2. Choose

Authentic Engagement Tool

Leading by Convening is one of the tools we use

We use  
research-  
based  
strategies for  
family  
engagement

# The Standards

- The PTA developed national standards for successful family school partnerships



Measure your family engagement work by asking yourself how your trainings are:

**Welcoming** families to partner with schools

Promoting and insuring effective **Communication**

**Supporting** student success

Are the activities **Speaking Up** for every child

Are you training families so they can become advocates to **Share Power**

Are you **Collaborating** with the community and agency partners

# Other stuff

- Updates and trainings are added all the time to help support you in your ongoing work and get you ready for reporting deadlines

## Reporting webinars for FY21

[FY21 Final Reporting Webinar](#)

**Join us live or watch the recording as we talk about the two final reporting options for FY21. This year, parent mentors chose to continue with the Traditional Report or opted for the Alternative Report. We will walk through each report form and answer any questions you may have.**

<https://attendee.gotowebinar.com/register/4794737526009538830>

[Learning Targets](#)

[Data Explanations and Feedback](#)

[Details for Replication and Success](#)

More reporting webinars can be found on the [FE Framework Toolkit page](#)



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Get stuck?  
[info@parentmentors.org](mailto:info@parentmentors.org)